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ABSTRACT

Information to assist local institutions in operating Mother-Child Programs i s provided in this manual as part of the Verbal Interaction Project. Following an introduction, the manual discusses the following topics: (1) Ingredients and Procedures of a Mother-Child Program, (2) Major Program Components, (3) Administrative and Other Practical Matters, (4) Helpful Hints, (5) Six Actual Home Sessions, (6) Suggested Time Tables for Program Operation, and (7) Program Dissemination Policies and Activities. Suggested readings are listed, and three appendixes are included: A . Criteria for Verbal Interaction Stimulus Materials; B. Program Service Kit of Mimeographed Material Available from Verbal Interaction Project; and C. Sample Guide Sheets from Toy Demonstrator's Visit Handbook. (DB)

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Family Service Association of Nassau County, Inc. Mineola, New York

VERBAL INTERACTION PROJECT

MANUAL

FOR REPLICATION OF THE

MOTHER-CHILD HOME PROGRAM

(Preliminary version, for field-testing)

by

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with

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To the Reader:

Please write us your reactions to this field-test version of the Manual for Replication of the Mother-Child Home Program.

We would like to know which parts of the Manual you found especially useful. We would also like to know which parts should be changed, in your opinion.

This feedback will help us to improve the next edition of the Manual.

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I. INTRODUCTION

In America, a highly technological society, the requirements for complex thinking and language ability are pressing. To succeed in it (achieve personal fulfillment and financial independence) the individual's intellect must be capable of relatively complex conceptualization with a cognitive base socialized in early childhood. Individuals who have the longest road to success -- those vulnerable to educational disadvantage, such as frequently those of low-income -- have had the least opportunity for this kind of early socialization because of the limited perceptual and verbal-conceptual experiences, often characteristic of their early family experience. Many low-income children thus have difficulty in utilizing educational and, eventually, vocational opportunities even when equitable societal progress makes these available. The stage is set for perpetuating that "cycle of poverty" so painfully familiar to observers -- and low-income participants -- of the social scene in this country.

The interruption of that cycle of economic poverty by modifying the early cognitive socialization of children within low income families is the goal of the model Mother-Child Home Program described in this Manual.

The Mother-Child Home Program is based on the assumption that cognitive enrichment for low-income and other educationally disadvantaged pre-preschoolers should occur with early speech development and should be embedded in the child's relationships with beloved family figures, especially the mother. Such cognitive enrichment probably actually does occur in many middle-income families with highly educated parents, without conscious planning, to form what is sometimes called the "hidden curriculum" of the middle-income - upper education home, a curriculum which seems to succeed in preparing most preschoolers from such homes for later school achievement. Family verbal interaction appears to be the chief ingredient of this incidental curriculum. The Verbal Interaction Project's hypothesis in creating and researching an innovative cognitive intervention program was that low-income two and three year olds' exposure to home-based stimulation of increased verbal interaction with their mothers around toys and books would also increase the IQ's of the children -- the measure of the cognitive growth related to future school achievement. The cognitive enrichment program devised to do this was called the Mother-Child Home Program. It was essentially an attempt to install in the lives of low-income preschoolers, as the target educationally disadvantaged population, not simply a variable of "verbal interaction" in isolation but to build it into the very fabric of their family experience. The Program was carefully researched with a low-income sample for three years and was found to be both effective and feasible. That is, the program was found to raise the IQs of low-income children exposed to it very substantially and with stability to the extent that almost every child who has been enrolled in the Mother-Child Home Program and is now in first grade is (as of June 1971) reading at or above grade level, with matching arithmetic and spelling ability. (Follow-up studies will continue to measure the future academic and cognitive progress of all Program graduates.)

The Program differs from other similarly aimed intervention efforts, in being centered in the family and in attempting to make the mother the principal agent of her preschool child's cognitive growth. One of its major aims is to strengthen the mother's effectiveness and dignity as a parent in helping her to be the natural teacher, as the often college educated, middle-income mothers are, of a spontaneous and fun-oriented curriculum for the cognitive growth of her two and three year old children. The program was thus based on the proposition that the program can be a force in strengthening and enhancing the position and influence of disadvantaged families, sometimes eroded by the economic and emotional stresses of poverty, while at the same time advancing young children's intelligence and readiness for school.

As the major component of cognitive growth, the Mother-Child Home Program fosters conceptualization, closely linked with language skills, through the home demonstration of a model for verbal interaction between child and mother around motor-perceptual experiences with self-motivating objects. In other words, toys and books provide a natural and inviting focus for the stimulation of verbally oriented play activity between mothers and children by interveners called Toy Demonstrators visiting their homes and interacting with the mother and child as a "dyad." The program encourages what is too often considered an unnecessary luxury by harried low income mothers: the dialogue between mother and child playing together and enjoying their play with each other.

II. INGREDIENTS AND PROCEDURES OF A MOTHER-CHILD HOME PROGRAM

The purpose of this Manual is to provide detailed, practical information to assist any local institution to operate a Mother-Child Home Program, ideally in conjunction with training and consultation by the Verbal Interaction Project staff. Before such operation is even considered, however, we strongly recommend that the organization should be ready to fill five basic criteria:

1. The organization should be non-profit.

2. Family oriented professionals (preferably social workers) should coordinate and supervise the intervener/Toy Demonstrators, having first been trained in the intervener role themselves. They should be skilled enough to function independently and have a strong commitment to work with families vulnerable to educational disadvantage, such as those of low income.

3. The Verbal Interaction Stimulus Materials, toys and books, should be permanently assigned to each child, amounting to an expenditure of about $100 per child in each of two years (Program I and Program II).

4. There should be readiness to provide (with minor adaptations to local situations):

   a. semi-weekly home sessions for the Toy Demonstrator/interveners to demonstrate verbal interaction techniques to mother-child dyads, with the mothers (or in a few cases, mother surrogates) closely involved in the sessions.

   b. initial Training Workshop for non-professional Toy Demonstrators.

   c. weekly group/individual supervision of non-professional Toy Demonstrators.

5. The program staff should be relatively unhampered by bureaucratic procedures within the organization.

General Description of the Mother-Child Home Program

The timing of the program should follow the usual school year, starting for the dyads sometime in October and ending sometime in May, and observe the local school holidays, for a total of about 23 weeks of the program in each of two Program years. The mother-child dyad (which will be referred to simply as the "dyad") is visited twice a week for a half hour Home Session. In the first Session the Toy Demonstrator presents and demonstrates verbal interaction

techniques around the gift of a verbal interaction stimulus material (to be referred to as "VISM"). The second session is used to "review" the VISM introduced earlier in the week. The VISM are twelve books and eleven toys, selected each year by the Verbal Interaction Project as fulfilling a large number of developmental and other criteria (including the opinions of mothers and Toy Demonstrators), and presented in alternate weeks to the child, first a book and then a toy, in the same order for every child in the program. Since the main focus of the program is on the mother rather than the child, she is required to be present at every Home Session and is drawn into the play session with the child as soon as she seems ready to do so.

The Toy Demonstrator is trained at a eight session Training Workshop and then meets weekly in 23 "Toy Demonstrator Conferences", actually group supervisory conferences with the Program Supervisor, to learn the Verbal Interaction Technique for each new toy or book (she keeps Guide Sheets for these in a cumulative "Toy Demonstrator's VISIT Handbook") and to get group and supervisory support and counsel for the problems that she faces with each dyad. The Supervisor is able to be of special help in the latter area because she herself has recruited all of the dyads in the program, has interviewed every mother, and has indeed introduced the Toy Demonstrator to the mother. Other help, to the Program, to the Toy Demonstrator, as well as safe-guards for the quality of the program, are: that each Toy Demonstrator has in addition an individual supervisory evaluation conference near the beginning and near the end of the program year, utilizing a tape recording of a Home Session at each of these conferences; and the Supervisor again visits the mother in the middle of the program year and after the program, at the end of the year, to elicit the mother's reaction and evaluation of every aspect of the program. The Toy Demonstrators also summarize their own reactions and suggestions at the end of the year, so that the Supervisor gets continuous feedback from both mothers and Toy Demonstrators in regard to each other, and from both in regard to the VISM being used.

Children enter the program for Program I year at about two years of age and continue in it for two years, with the same number of VISM in the second year (Program II) but geared to the child's older developmental level, and with more emphasis on the mother's initial participation in the second year. However, it cannot be emphasized too often that expectations of the amount of the mother's participation must be geared to the indivudual mother's motivation, needs and abilities.

SPECIAL FEATURES OF THE MOTHER-CHILD HOME PROGRAM

1. Operationalization of modeling the "verbal interaction" to be stimulated in mother-child dyads.

The list of Verbal Interaction Stimulus Intervention techniques contained in the "Toy Demonstrator's VISIT Handbook" and taught at weekly supervisory conferences, operationalizes the means of modeling the "verbal interaction in the family" which a large number of investigators agree is vital to the child's cognitive growth. The techniques are derived from the theoretical formulations of many authors, but Jerome Bruner's concept of "instrumental conceptualism" is the major theoretical base, translated into the idea that symbolic organization

begins for the two and three year old child through the interaction of his language and his experience. "Experience" is given highly significant meaning through play and with the child's moth r focused around attractive materials. "Language" is developed through the verbal interaction techniques, with labeling and categoriality the key language features in bringing the child from the enactive to the iconic, and into beginning the symbolic mode of representing reality (Bruner's model for cognitive growth).

2. Involvement of the mother as the ultimate agent of intervention for her own child.

The Program utilizes the mother's unique relationship with her own child, and her available representational and verbal skills, to lay the groundwork for the child's cognitive growth. Adults in the low income groups (the target population for the Verbal Interaction Project) may have limited symbolic representational skills but are competent at the enactive and iconic levels, with skills adequate for the cognitive and affective needs of the preschool child. The involvement of the mother is translated into practical, person-respecting techniques through the employment of family-oriented professionals as supervisors of Interveners, equipped to teach them to focus on the needs and strengths of mothers interacting with their children in their homes.

3. Motivation through a non-didactic approach, and permanent VISM.

The mother's educational aspirations for her child, the Program's non-didactic methods, staff's explicit and implicit respect for the participants' privacy and life styles, the permanent assignment of attractive VISM (Verbal Interaction Stimulus Materials), all contribute to the acceptability of the Program by participants and community.

4. Interveners and auspices.

Interveners of widely varied education, age, and SES background are effective Toy Demonstrators under the supervision of professional social workers who were themselves interveners during the First Year. In the model Program, paid Toy Demonstrators (usually former mother-participants) have low incomes and no higher than high school educations; volunteer Toy Demonstrators are typically college educated and middle or high income.

5. Supervision of Interveners by family-oriented professionals.

Family oriented professionals provide functional supervision of Toy Demonstrators because of ability to transmit empathy with the affective needs and strengths of mothers as well as of children. They tend to focus on mothers' ego strengths rather than on their pathology and are able, within one year, to learn the teaching skills needed to demonstrate the verbal interaction techniques both directly, in their own work with mother-child dyads, and indirectly, through supervision of non-professional interveners. The training of interveners in sensitivity to the needs of mothers is of special importance in low-income dyads because of the low self esteem and requirements for ego support of many low-income mothers.

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6. Permanent assignment of Verbal Interaction Stimulus Materials (VISM) consisting of 12 books and 11 toys for each of the two Program years, Program I and Program II.

The VISM are permanently assigned (for continued reinforcement, for motivational reasons, and for links to future school values and content); are chosen by multiple, explicit criteria based on theory empirically explored in the pilot project and First Research Year; and invite cognitive socialization of the child by others besides the mother in the family and home. They can be chosen, using developed criteria, for maximum interest to specific ethnic sub-groups and are commercially available at a cost of approximately $100 per child per year. (See Appendix A for VISM criteria list, with list of VISM used in 1967-1968.)

7. Provision for "flexibility within simple structure" in curriculum and in intervener activity.

The verbal interaction techniques are spelled out for each VISM, with VISM guide sheets (examples, Appendix C) contained cumulatively in a Toy Demonstrator's VISIT Handbook. "VISIT" is the acronym for "Verbal Interaction Stimulation Intervention Techniques." Interveners can be ingenious and original in departing from the particular techniques suggested for each VISM: but they are instructed to utilize the curriculum of general categories of verbally encouraging techniques listed on every guide sheet.

Interveners have definite, regular, simple responsibilities and are guided within an uncomplicated though planned structure of group and individual supervision. But their creative autonomy within this structure is explicitly and implicitly encouraged. As a result, interveners who are widely separated in educational sophistication and general life experience are able to work in harmony with the Program and with each other.

8. Practicality and side benefits of procedure.

The program represents a relatively low expenditure of time, effort, and money, consisting of a maximum of 46 semi-weekly, half hour Home Sessions spread over 7 months of each of two years, at a cost of approximately $400 per child, including staff salaries and the gifts of toys and books. The concept of "sequence ordering" is conveyed through the initial gift of a toy chest to each new subject and through the modeling of dependability and reliability by the Toy Demonstrators. The Mother-Child Home Program can be described and taught in detail to other institutions, can utilize adult female interveners of a wide range of education and income, and has supervisory and administrative procedures and instruments ready for dissemination to such institutions. In other words, the program appears to be "exportable", even to the testing of methods of dissemination.

III. MAJOR PROGRAM COMPONENTS

A. THE DYADS (CONSUMERS)

The mother-child dyads to be enlisted in the program should be chosen from a population whose older children have shown a cumulative learning deficit in school years. This is likely to be a low-income population, but a local agency may aim toward other populations especially vulnerable to educational disadvantage: for example, children in foster homes; children with parents of low education; children in bilingual families; children with minimal or gross cerebral dysfunction (including brain damage). For the purposes of this Manual, however, our assumption will be that the children being reached by a Mother-Child Home Program come, like those in the model Program, from a low income population, with whatever ethnic heritage which may be characteristic of the low income group reached by a particular local institution. (For the Verbal Interaction Project, this was a mainly "Negro" group, as defined by skin color.)

Although both mothers and children tend to be attracted by the program as soon as they know about it from personal experience, the mothers may be initially cautious and even suspicious of the motives of the agency inviting them to participate in the program. It is hard for them to believe that there will be no strings attached. They must be approached courteously and with understanding for this natural reaction. In our own Program we send letters to prospective mothers (e.g., every tenant in the low-income housing projects involved), describing the Program and inviting inquiries. We then follow up the letters with door-to-door invitations to mothers whose preschoolers are approximately twenty months as of August of the Program year. The mother's outright verbal refusal, or-equally important- more subtle non-verbal indicators of rejection of the program are respected and no pressure is put on them to join. (There are few rejections once the Program has started and is known in the community.)

A second visit is paid to the mother by the Program Supervisor, to gather information about the family which will be useful later in supervising the Toy Demonstrator to be of maximum benefit to the dyad. It is important, for example, to know whether the Program child is a young mother's first, or whether he is the youngest of many brothers and sisters. The mother should be aware of the Supervisor's interest in her and of the Supervisor's accessibility in case of any unusual difficulties during the Program year. Since she knows that she will be seeing the Supervisor for an introduction to her Toy Demonstrator, and for a mid-Program and after-Program interview, she is unlikely to take the initiative to get in touch with the Supervisor, but it is reassuring to her to know the Supervisor is somewhere in the background as a sympathetic observer of her future participation in the program.

Mothers and children vary enormously in their personalities and life circumstances. Some mothers catch on so quickly to the goals of the Mother-Child Home Program that it hardly seems necessary for a Toy Demonstrator to do more than drop the VISM off at the home; others remain passive and

apparently uncomprehending for the whole two years of the program. There are few mothers at either end of this continuum. Most fall somewhere in between, tending toward one side or the other. Each is entitled to go at her own pace, within the general structure of the program, and attention to the needs of the individual mothers takes up a major portion of Toy Demonstrator conferences and individual conferences with the Toy Demonstrators.

B. TOY DEMONSTRATORS

In the first or "foundation" year of the establishment of a Program, the Program Supervisors should be the Toy Demonstrators for a realistically small number of dyads, in order to learn the Mother-Child Home Program from the ground up. Having done so during the first year of the program, the Program Supervisors can then pass their knowledge on to non-professional Toy Demonstrators (volunteers or paid aides, including, eventually, former mother participants),enlisted during the first Program year or shortly after the end of it. Non-professional Toy Demonstrators should have detailed application interviews and should be screened out for gross physical or mental/emotional defects, with their regular complete attendance at the September Training Workshop being the ultimate criterion for their retention as Toy Demonstrators in the program.

Thus in each succeeding year after the initial year of the Program, non-professional volunteer Toy Demonstrators are enlisted, and paid Toy Demonstrators (of low income) are hired, after application interviews by the Program Supervisors during the spring and summer. The number of Toy Demonstrators should, of course, be determined by the number of children to be treated in the program, and by whether the Toy Demonstrators will be working full or part-time. A full time Toy Demonstrator should not carry more than fifteen dyads. The dyad responsibilities of part-time Toy Demonstrators should be geared to the amount of time the Toy Demonstrator is willing to give. The weekly number of hours per Toy Demonstrator must include an eight session Training Workshop distributed over two or three weeks in September/October; 23 weekly two hour "Toy Demonstrator conferences" (group supervision); an hour or more weekly for paper work and individual telephone or in person supervisory conferences as needed; two half hour home sessions weekly with each dyad; and the time needed to travel between the homes of dyads (the travel time may be especially important in rural regions where homes are widely scattered).

Mothers are most likely to be receptive to Toy Demonstrators who are adult women; they (or their husbands) may be reluctant to have regular visits from a male Toy Demonstrator during daytime hours when the husbands are not at home. The important modeling aspects of the Toy Demonstrator's role requires that she be old enough to be respected in the mother's eyes. Otherwise, the Toy Demonstrator need only have the knowledge and attitudes, work skills, dependability, and ability for constructive use of group and individual supervision which she will learn in the program itself. She must start off with some degree of flexibility and warmth towards children and

mothers, but otherwise she may have a wide range of education, from high school and up; she need not have any vocational preparation for the job; and she may be of any skin color or ethnic background.

Although the Toy Demonstrator is not expected to enter the program with particular skills, there should be an expectation by the end of her first year in the program of at least modest competence in the following areas:

1. Knowledge and Attitudes:

Understands the goals of the Mother-Child Home Program and her own role in it.
Respects the family's privacy.
Observes a confidentiality in her contacts with the family.
Has a positive attitude towards the mother.
Has a positive attitude towards the child.
Respects the mother.
Respects the child.
Is sensitive to the mother's feelings.
Is sensitive to the child's feelings
Is non-judgemental regarding the family and its behavior.
Recognizes that the child is the mother's ultimate responsibility rather than her own.
Is willing to recognize her own behavioral/attitudinal patterns with the dyad.
Can interact flexibly with the dyad.
Controls her own negative trends, if any.
Has adequate self-esteem regarding her own job performance.
Is committed to the goals of the Mother-Child Home Program.
Uses good judgement in her behavior with the dyads.

2. Work Skills:

Utilizes the Verbal Interaction Stimulation techniques in the home sessions effectively.
Uses herself creatively.
Gives the mother early responsibility in home sessions.
Takes adequate care of all program materials.
Relates to the child in home sessions.
Relates to the mother in home sessions.
Fosters team work with the mother.
Is able to manipulate the Verbal Interaction Stimulus materials, (toys and books) adequately.
Is able to adapt to emergencies if these arise during the home sessions.
Needs only routine group or individual supervision.

3. Dependability

Appropriate dress
TD Conference - attendance
TD Conference - punctuality
Individual Supervisory Conferences - attendance
Individual Supervisory Conferences - punctuality
Home Sessions - attendance
Home Sessions - notifies mo. if cancels
Home Sessions - record (#21) up to date
Home Sessions - signatures up to date
Accuracy of objective records
Adequacy of written comments

4. Use of Supervision and Group

Learns Undefensively
Asks appropriate questions
Contributes to discussion
Independent of supervisor
Interacts well with other TDs
Helps other TD's in group
Accepts help from supervisor
Makes good use of supervision
Modifies behavior because of supervision
Adapts to organization/time change

C. VISM (Verbal Interaction Stimulus Material)

The VISM are twelve books and eleven toys all commercially available, chosen by the Verbal Interaction Project to provide a focus meaningful to both child and mother in order to stimulate verbal interaction between them. An important purpose of play and toys is to provide for the child, through his mother, a link between the world of action and the world of words, a link strengthened and extended through the accompanying use of illustrated books.

A different set of toys and books is used with each age group, one for two year olds and one for three year olds, so that there is a total of 46 books and toys, or VISM, used in the Program. All VISM are commercially available and can be obtained either through the Verbal Interaction Project's jobbers or through local sources. Toys and books are brought to the child in alternate weeks. The first session of the week is a VISM session, and the second is a review session. They are brought in the same order for every child in the Program, so that the VISM demonstrations in the weekly Toy Demonstrator conferences can be applicable to the activities of every Toy Demonstrator.

The Verbal Interaction Project's list of VISM changes from year to year, in response to new materials coming on the retail market and to the ratings by mothers and Toy Demonstrators of their attractiveness to the children, but they are always chosen for being able to fit as far as possible into a set of criteria established in the first year of the Verbal Interaction Project for their richness providing verbal interaction between mother and child (Appendix A). For toys, these are:

1. Verbal: Should permit or induce verbal interaction.

2. Perceptual: Strong primary and secondary colors; size discrimination; presence of simple geometric shapes in variety but not confusion; form fitting, possibilities for spacial organization; possibilities for simple sound stimuli when manipulated by child; attractive and varied tactile qualities.

3. Motor: Possibility of large muscle activity; possibility of such manipulation as fitting parts together; challenge to find muscle dexterity; training for spcific motor skills; outlet for diffuse motor discharge.

4. Conceptual: Stimulation of imaginative play; challenge to problem-solving; purpose comprehensible and interesting to child; self-rewarding activity; possibility of beginning social concepts; sex and ethnic neutrality.

5. Other: Safety, durability; easy care for mothers; low anxiety potential.

The criteria for the VISM books are:

1. Content geared to children's age and interest; interesting to mothers; leads to verbalized associations; widens experience.

2. High literary standards.

3. Language simple, with some repitition.

4. Reading level within ability of most mothers.

5. Illustrations profuse, large, colorful, detailed, rich source of labeling and classification.

6. Content, illustrations, and general format attractive to both sexes and any ethnic group.

7. Low anxiety potential.

8. Durability.

The Verbal Interaction Project has written guide sheets for every VISM on its own lists for two and three year olds, and the same can be done for VISM chosen on the above criteria by programs in other parts of the country which wish to adapt the VISM to local population. The total cost of the VISM, as listed by the Verbal Interaction Project, is about $100 a child, including a large toy chest, which is the initial gift to the child. As part of its training/consultation, the VIP will provide current VISM lists and access to its own toy and book jobbers, if local ones are not available.

It should be emphasized that although the VISM may have valuable educational properties in themselves, their main value in the program is considered to stem from their providing an abundant source of possibilities ("category availability") for verbal interaction between mother and child.

D. PROGRAM SUPERVISORS

The Program Supervisors should be women or men (see note above on the mothers' preference for female Toy Demonstrators) who have achieved professional status in fields closely linked to the method and goals of the Program: for example social work, psychology, education, nursing, psychiatry, and so forth. Either as part of their own professional training or in addition to it, they must be "family-oriented" -- that is, knowledgeable, and caring, about interpersonal behavior, values, and attitudes in families, and thus be able to be responsive to them and to teach that responsiveness to the Toy Demonstrators. They must be able to work with relative independence and yet within the philosophic and structural framework of their sponsoring auspices. Essentially, a Program Supervisor is responsible, wherever the Mother-Child Home Program is initiated, for building a new function of her sponsoring institution from the ground up.

A Program Supervisor can work in tandem with another, or by herself. Her main job is to pull together all of the four elements of the program -- dyads, Toy Demonstrators, VISM, and supervision -- to form a smoothly working and effective whole. Her jobs are manifold and sometimes complex, but in general they can be listed as follows:

1. Enrolling dyads in the program, first by letter, then by visit, by Initial Interview, and, finally, introducing the dyad to her Toy Demonstrator.
2. Continuing occasional contact with the dyad during and after the program.
3. Inviting and enlisting non-professional Toy Demonstrators well ahead of each year's new program, probably Spring and Summer.
4. Purchasing and arranging for storage the year's VISM, with the number depending on the number of children enlisted in the program.
5. Yearly initial training of new Toy Demonstrators in eight session Training Workshop in September/October.

6. Continuing the training and supervision of the Toy Demonstrators throughout the program year, from October through May, by weekly Toy Demonstrator conferences (to demonstrate the week's new VISM and to discuss individual problems encountered by Toy Demonstrators), monitoring at least two tape recorded home sessions for each Toy Demonstrator early and late in the program year, conferring privately with each Toy Demonstrator for individual supervision at least twice in the program year, early and late. The Supervisor will be helped in this task by the regular home session records of the Toy Demonstrators.

IV. ADMINISTRATIVE AND OTHER PRACTICAL MATTERS

A. FACILITATING FORMS

Mimeographed forms for help in running the Mother-Child Home Program are available from the Verbal Interaction Project and are listed in Appendix B. These materials include the latest list of VISM used by the Verbal Interaction Project. Organizations which undertake to operate a Mother-Child Home Program according to the standards set by the Verbal Interaction Project, including training by the Verbal Interaction Project, will be presented with a kit of these materials and permission to reproduce them for their own programs.

B. AUDIO-VISUAL AIDS

The Verbal Interaction Project has available, for rent, sale, or loan, a number of audio visual teaching devices. These include a teaching film about the Program (in color); tape recordings on cassettes of actual home sessions conducted in the Verbal Interaction Project's Mother-Child Home Program; and slide-cassette kits selecting out particular "problem" areas for special teaching.

C. TAPE RECORDERS AND CASSETTES

A Program should have available a sufficient number of easily portable tape recorders and cassettes or tapes to go with them so that each Toy Demonstrator can record two home sessions a year for monitering and supervision by the Program Supervisor. These are also valuable for recording group discussions or other program activities which can be referred to at later dates for self teaching by Program Supervisor and Toy Demonstrators.

D. EVALUATION

The Verbal Interaction Project tested all children in its Mother-Child Home Program before and after the Program, using standardized intelligence tests, in order to evaluate the effects of the Program on the children. Although this research component is not necessary for other Mother-Child Home Programs, it was our strong impression that the mothers' presence during these evaluations had a beneficial effect on their respect for their children and their own self esteem, as they themselves were able to measure the growth of their children both by their own direct observation in test sessions and by the Program Supervisor's feedback in Final Interview about the children's test performance. It is thus recommended that other programs build in such an evaluative component which would also serve, in the early stages in the Mother-Child Home Program, to furnish evidence to the Program auspices and to the Community (as well as to the Verbal Interaction Project) of the Program's cognitive effects. (The Verbal Interaction Project is interested in such local evaluation, to receive feed-back of the effect of the program on other populations than those reached in its own Mother-Child Home Program.) Evaluation instruments need not be elaborate; even the Peabody Picture Vocabulary Test alone can be useful, and this is an instrument which can be administered by non-psychologists.

E. CLERICAL STAFF

A Mother-Child Home Program should have available to it the equivalent of a half-time secretary. If possible, such clerical service should be full time, with at least one person always available during working hours to man the telephone.

F. PHYSICAL SETTING

Since the main physical setting for the Mother-Child Home Program is the home of the dyad, the office requirements for a Program Supervisor, Toy Demonstrators, and clerical staff are minimal. But they should include a room large enough to meet with the Toy Demonstrators in groups of about ten, a private office for the Program Supervisor, and space for a secretary to work. Equipment should include the usual office desks and equipment, as well as a large conference table and sufficient comfortable chairs for the Toy Demonstrator Training Workshop and weekly conferences.

G. PERSONNEL AND COST

General

The total yearly cost of operating a Program will depend on the number of enrolled dyads and whether paid or unpaid Toy Demonstrators are used, beyond the relatively fixed cost of Program Supervisor salary and of VISM. The unit cost per child will depend mainly on the ratio of the number of dyads to the number and cost of Toy Demonstrator hours available. A Program should always be coordinated and supervised by a (relatively high salaried) family-oriented professional. But one experienced Program Supervisor can coordinate and supervise the work of enough non-professional Toy Demonstrators to reach 80 children -- the equivalent of about six full time Toy Demonstrators. Each full time Toy Demonstrator can reach 15 dyads (30 half hour visits weekly plus time for travel to home and for "paperwork" and supervision), unless the amount of travel time is unusual, as in rural areas. One Program Supervisor can adequately supervise as many as 22 Toy Demonstrators, so the latter can be a mix of full-time and part-time paid aides and unpaid volunteers. For a larger number than 22 Toy Demonstrators, resulting from the utilization of many part time paid or volunteer aides, another half time (full time, if possible) Program Supervisor should be added.

Thus the unit cost per child will always be based mainly on the cost of the VISM for each child (about $100 yearly) plus the Program Supervisor's salary plus the number and cost of Toy Demonstrators' hours, as well as administrative costs. The professional personnel is used to train and supervise interveners rather than directly as interveners, thus extending their expertise to perhaps five times as many children as they can treat as interveners.

An annual budget[1] for including 80 children in a Mother-Child Home Program should be something like this, based on a mixture of Paid and Volunteer Toy Demonstrators:

A MODEL ANNUAL BUDGET: 80 CHILDREN IN THE MOTHER-CHILD HOME PROGRAM

	% of time	Salary	Cost
Program Supervisor-Coordinator	100%	$10,500	$10,500
Paid Toy Demonstrator*	100% for 35 wks.	2,450 ($2/hr.)	2,450
Paid Toy Demonstrator*	100% for 35 wks.	2,450 ($2/hr.)	2,450
(or: ((in place of Paid TD's)) Program Supervisor	50%	10,000	5,000)
20 Volunteer Toy Demonstrators	Part-time	0	0
VISM (Verbal Interaction Stimulus Materials)	---	---	8,960
Secretary-clerk	50%	6,000	3,000
Office supplies	---	---	500
Overhead (rent, telephone, maintenance, etc.)	---	---	1,500
		Total Cost:	$29,360
		Per child "unit" cost:	367

*30 Home Sessions weekly + Supervisory hours + 2 hours for "paper work".

1. after a "foundation" year, explained on next page.

"Foundation" Year

In order for a Mother-Child Home Program to reach a stable unit cost figure of approximately $367 per child, a "foundation" year is essential to lay the Program groundwork for all future years. A relatively small number of children should be included in the foundation year - no more than can be treated directly in a Toy Demonstrator role by the future Program Supervisor. For in order for her to train and supervise other interveners, she should herself have had a year of personal experience as an intervener, besides her brief initial training in our Institutes and continuing consultation. Since, like non-professional interveners, she can carry only 15 dyads, the unit cost per child for this foundation year must necessarily be much higher than in future years. In a way, the Foundation year should be thought of as a capital investment in the Program, with the higher unit cost for the first year being secondary to a number of "tooling up" considerations demonstrated as necessary by the experience of many projects:

1. Insuring quality service to every child entering the new program in the year it is being established.

2. Training professionals to be future Program Supervisors through their own experience as Toy Demonstrators and additional training in supervision during the foundation year.

3. Locating and involving the expanded target population of dyads for the first full year of operation with non-professional Toy Demonstrators.

4. Completing specific plans for locating and recruiting non-professional Toy Demonstrators, and for deciding on the mix of paid and unpaid interveners hours appropriate to local conditions.

5. Gaining experience in housekeeping aspects of the Program before dealing with the many prior and pressing needs of Toy Demonstrators in their screening, training and ongoing supervision. Such mundane local details must be tried out and settled in the first year as office space, equipment, adequate travel time and arrangements for home visits to the local dyads, ordering, receiving and storing of VISM and office supplies, to mention only a few of the reefs on which a home intervention program can founder.

6. Demonstrating through modest but successful operation the feasibility and attractiveness of the Program, thus gaining acceptance not only by the community and "hard-to-reach" sub-populations (most people are suspicious of innovative programs), but the rest of the staff in the sponsoring organization (staff personnel can be resistant, too).

The cost of the first, or foundation, year will be lower in total than the cost of future years, but the unit cost will be higher.

A MODEL FOUNDATION (FIRST) YEAR BUDGET: 15 CHILDREN IN MOTHER-CHILD HOME PROGRAM

	% of time	Salary	Cost
Toy Demonstrator (future Program Supervisor)	100	$10,000	$10,000
VISM (Verbal Interaction Stimulus Materials)	---	---	1,680
Secretary-clerk	50	6,000	3,000
Office supplies	---	---	400
Overhead (rent, telephone, maintenance, etc.)	---	---	1,500
		Total Cost:	$16,580

V. HELPFUL HINTS

by Helen Adelman and Arlene Kochman, Program Supervisors

A. Some Helpful Hints To Program Supervisors For Supervising Toy Demonstrators

1. The application interview with prospective Toy Demonstrators sets the tone for the entire year. Bear in mind that we have been able to accept and supervise women with tremendous variations not only in demographic background but in their attitudes, values, and motivations. The interview should include open ended questions posing realistic but potentially distressing situations. The response you elicit by reassuring that there are no right or wrong answers will serve two purposes: The applicant will get an idea of the more negative aspects of her future work experience; you will get a better idea of the kind of person you will be supervising. Effective questions include:

   a. Let's say you make arrangements at home and off you go to visit your family. You get there at the pre-arranged time, and no one is home. There is no telephone. You leave a little note, indicating that you were there and that you will return on Wednesday at 10:00. At 10:00 on Wednesday you again get into your car and rush over for the session- and no one is at home. Perhaps this happens a few times. How do you feel? What do you do?

   b. You have brought the toy at the beginning of the week and had a grand time. Back you go for the Review Session and are all prepared to play again with the toy, and the toy is broken and pieces are missing. What do you do - if anything? What do you say - if anything?

   c. Most children are initially shy - slow to warm up to a stranger. However, perhaps you have been working with your family for a few weeks or more and little Johnny still sticks close - even clings, to his mother and does not respond to you. How do you feel? What do you do?

   d. Could you work in a home which did not meet your standards of cleanliness?

   e. What if you were having a session, and for some reason (unimportant for our purposes here) Mother became angry at Johnny and whacked him right there, and he cried. How would you feel? What would you do?

"Responses" Discussion:

Please be supportive - reduce anxiety when necessary, and probe further when necessary. Support your belief that it is hard to relate to questions like these on the spot, but push for feelings and answers. End by again re-affirming your constant help and support throughout the Program.

It is best to delay job acceptance in order to allow each applicant time to re-evaluate her own suitability.

2. The main purpose of the Training Workshop is to teach the TD's the theoretical background of the Mother-Child Home Program, to define their roles, and to give them the specific techniques necessary for job functioning. At this time the most essential factors in the Supervisor relationship begin. These factors continue to need emphasis during the program year:

   a. Expectations for performance by all TD's should be at the level of the best functioning TDs, with allowances for individual differences, since there may be a direct relationship between expectation and performance.

   b. TDs require constant support and approbation, since that is their primary reward. Be accessible and flexible at all times.

   c. Keep communication open. TDs must be able to express their fears and negative feelings so that these do not become transmitted to the dyad.

   d. Emphasize strengths and positive qualities to achieve maximum performance but do not avoid handling (constructively) weaknesses and negative qualitites which interfere with job performance. Remember, the TD wants to learn and to do a good job.

   e. TDs constantly need interpretation of their role in relation to the dyad. They tend to become overly involved and identified with the children, often in opposition to the mother's "parenting"; they want to "save" family members from problems; they desire love and appreciation from the family; they become overly anxious about what the child is actually learning.

   f. Keep the TDs focused on modeling fun and verbal interaction for the mother, rather than teaching the child.

   g. Be non-judgemental and stress confidentiality with the TDs so they will utilize these concepts in their practice.

   h. Continue to interpret the behavior of various family members which may provoke anxiety if not understood. For example, the depressed mother, the negativistic two-year old, authoritarian child-rearing practices.

   i. Transmit your belief in each mother's ability to grow in the program at her own rate and your acceptance of the few mothers who may not, thereby allaying the anxiety of the TD whose mother does not "catch on" as quickly as the others.

3. The primary method of supervision is the weekly group conference. This method is most effective because it is time saving and creates an atmosphere in which maximum learning and problem solving can take place due to mutual support and shared experiences. Group supervision should be supplemented by individual conferences and telephone calls. Other useful supervisory tools include:

   a. Paper work, which serves the purpose of helping the TD to organize her work, and formalizes her important contribution to the program.

   b. Role playing, which enables the TD to experience the feelings and reactions of the people with whom she is directly working.

4. Evaluation is necessary to the supervisory process. At the end of the program year neither the supervisor nor the Toy Demonstrator should hear anything new concerning each other's work, since honest evaluation is an ongoing process. An essential method of evaluation is the use of tape recordings of Home Sessions.

B. SOME HELPFUL HINTS TO THE PROGRAM SUPERVISOR ON ADMINISTRATION OF A MOTHER-CHILD HOME PROGRAM.

1. The first general admonition to a Program Supervisor is: relax. Have a good time with your Program, with the dyads, with the Toy Demonstrators, and with your clerical staff.

2. Be firm about Program structure so that after it has been established, you can forget about it and be creative about the Program itself. For example, plan a work schedule for Toy Demonstrator conferences and Home Sessions for the whole Program year, based on the local school calendar. Expect your Toy Demonstrators to adhere to this schedule and do so yourself.

3. Maintain friendly and open staff relations. This means respect for your staff members and being receptive to anything they want to tell you, including frank appraisals and complaints about your own failings. But be just as frank with them regarding your own both positive and negative impressions of their performance.

4. Be responsible in fulfilling any promised obligations to your staff.

5. Abide by the time-table which you start initially for the Program. Make sure that it is realistic to start with.

6. Follow through on your expectations of staff responsibilities. Keep paper work at a minimum and don't assign any duty if you don't expect that it will be accomplished. But where tasks are assigned, make sure that they are fulfilled. Where they are consistently neglected, have a talk with your staff about why. Could be that your expectations were unreasonable.

7. Be prepared to fill in for Toy Demonstrators' Home Sessions in unforeseen emergencies. An initially scheduled Toy Demonstrator "buddy system" will usually prevent this, but there are bound to be some unplanned for times (both buddies in the hospital, or both suddenly called out of town at the same time) when you must be prepared to step in as the ultimate substitute. Planned appointments with dyads must, of course, be held sacred. (This is a fundamental precept of a Mother-Child Home Program.)

8. If there is more than one Program Supervisor, one must act as Director and have ultimate responsibility (organization decides who). Hold regular staff meetings and be frank with each other in every way related to the job. Interpersonal harmony among Program Supervisors is an absolute essential to running a Mother-Child Home Program and can sometimes only be achieved by a direct confrontation in privacy and among peers.

9. Listen to anyone who has a complaint -- dyad, secretary, Toy Demonstrator -- but steer the complainer, if possible, back to the person causing the trouble.

VI. SIX ACTUAL HOME SESSIONS

written by Paid and Unpaid Toy Demonstrators

(We have chosen a few descriptions of Home Sessions, with an assortment of VISM, review, toy and book sessions, written by Toy Demonstrators in the Verbal Interaction Project's Mother-Child Home Program to compose this section of the Manual. These descriptions have not been altered,except to disguise the dyad, and to edit minimally for clarity.)

1. MARIA, AGED TWO, IS INTRODUCED TO A NEW TOY
(Program I, Rhythm Instruments)

Maria was eagerly waiting for me. I somehow get the feeling that on alternate weeks when I bring in a toy she is more excited than when the VISM is a book. (I believe I've stated this before.)

I barely had my coat off when Maria went rummaging in my bag and brought out the instruments. I couldn't spend too much time discussing colors, shapes, or sounds because she was too anxious to play with the instruments. I did get her to simmer down a bit so that I could explain that we could sing songs and parade around and keep time with the instruments. She loved that. We sang "Jingle Bells" and "Rudolph" several times,and in order to keep her going I suggested we use the Mother Goose Book for other ideas. She enjoyed choosing the songs.

Everybody was involved and we all had a rousing good time. After about 15 or 20 minutes of this, though Mrs. P. and I were a little tired and we suggested to Maria that for a change we have a quiet period,and read "Peter's Chair" and then go back to parading again. Needless to say, she would have none of that and so we valiantly carried on for another 10 minutes.

I left Maria and Lillian still parading and singing and having a great time.

2. MILDRED (PROGRAM I) AND RUTH (PROGRAM II), TWO SISTERS, AGED TWO AND THREE, MEET TWO NEW BOOKS
(Program I, <u>All Falling Down</u> by Zion; Program II, <u>Letter to Amy</u> by Keats)

We sat on the couch with Ruth between Mrs. F. and me and Mildred on my left. I brought both books out and began to read "All Falling Down". I asked Ruth to make identifications, encouraged her to count and to point out objects in various categories and discussed relationships and causes. Ruth was very responsive and whenever she reacted I reinforced her response by saying something supportive and by using her response as a point of departure.

After a few minutes I asked Mrs. F. to read. She was warm and enthusiastic. She asked Ruth a number of questions and asked her to identify and label various objects. Ruth responded well.

Mildred picked up "Letter to Amy" and started to show me the pictures so I worked with her while Mrs. F. read to Ruth. Mildred volunteered comments about mailing letters, birthday parties etc. and I encouraged her to talk about these subjects and bring in concepts about relationships, cause and effect, categories, numbers, etc.

I could sense that Ruth was becoming restless so I suggested that the girls change places. Mrs. F. read to Mildred and involved her effectively while I read to Ruth. At the end of the session I told Mrs. F. how well she was participating and pointed out that I felt the girls had been particularly responsive because of her effective participation.

3. JUANITA, AGED TWO, A BI-LINGUAL CHILD, WITH A NEW BOOK
(Program I, All Falling Down by Zion)

Mother greets me at the door, like most times Juanita comes out of the bedroom with a shy laugh. She does not say hello but lets you know she is glad you are there with that shy laugh. Paul (brother) comes out of the bedroom where his father is and says hello, wanting to know what do I have for Juanita. Taking my coat off, I leave it on the chair like I always do.

Juanita goes to sit on the couch but always waits for mother to sit down first, then she jumps to sit next to her (close) again, still with that shy laugh of hers waits until I sit down beside her on the other side. This was another great session. I started to read the book, not so much as reading every line but pointing to the illustrations. Paul and Juanita were fighting over which cat is his or hers. Mother was trying to tell Paul to stop. I then gave mother the book to take over. I asked Paul does he have books of his own from school, which he did, so I asked him to find one with a cat in and show me. This kept him busy for a while so there was no more fighting over the cats. Mother was very good. When we came to the page with the beach, Juanita loved it. Mother told me how they all went down to the beach the other day to go for a walk. Juanita wanted to know why she could not wear her bikini. Mother told her it was too cold but Juanita said "no I have to wear it to go to the beach", telling her mother that's what it's for. Juanita herself was all excited to tell me about going to the beach.

Paul joined in telling me about it too, by this time father came out, sat on the chair putting his shoes on. Paul was still talking while Juanita was fighting trying to get a word in. Father turned around and told Paul he has a bit mouth and talks too much. Paul never said a word until his father left.

Juanita kept wanting to go back to the page where the birds were taking a bath. We went through the book twice and without realizing the time, I was there 40 minutes. Juanita is so used to me showing and reading the title of the book, that when we went to read it the second time, I started the title, Juanita looked up at her mother pointing to the title and said "All Falling Down". Of course I praised Juanita for this and mother gave her a hug and a kiss and praised her. We talked about the people in the book and Juanita always likes to tell you who is who, when it comes to the baby its Juanita, in Spanish Juanita named the ladies. Mother started to laugh. I asked what's so funny and she said Juanita pointed to a nice lady and said it was me (TD) because I'm a nice lady. After we had our laugh I had to go as it was way over my time. I told mother how I had noticed everytime Juanita coughs she always remembers to put her hand to her mouth. Mother was pleased and told Juanita what a good girl she is at the same time. Mother then laughed and said sometimes she's good then other times she never listens.

Mother is much better and knows just what to do when I let her take over. Always remembers to tell me in English what Juanita says and sometimes she does ask Juanita questions in English, which she does to let me know what's going on. Even when they are talking in Spanish, somehow I always know what they are saying.

4. PATTY, AGED THREE, AND HER GRANDMOTHER READ A NEW BOOK AND REVIEW A TOY (COUSIN PRESENT)
(Program II, Letter to Amy by Keats and Number Learner)

At this session, Patty, her cousin also age 4 and their grandmother were present. I introduced the book A Letter to Amy and reviewed the VISM Number Learner.

After I entered we all moved towards the couch. Patty and Bernard each got their books and we sat down in the seating arrangement we had established at the beginning of the year: Mrs. R., Bernard myself and Patty. Both of the children like to hold their own books. We looked at the front of the book, talked about the cover and then I mentioned the author and the title. I asked Mrs. R. if she would like to read and she started. This was the first time I encountered a problem with Mrs. R's reading. Some of the words were difficult for her to pronounce and she read slowly losing the children's attention and I felt she felt ill at ease. She was doing a splendid job of talking about the pictures that went with the text -- the colors, shapes, ideas, what the children were doing, the weather etc. And I completely stepped into the background as she did such a great job. When it was time for her to read again, and the page was rather long she hesitated so I read too. And as we continued along she talked about the pictures and I read the text.

We then worked with the number learner. We had worked with this VISM the week before and I didn't feel it was a very successful session. There were only so many limited things you could do with it and we went through them quickly. We talked about the colors and shapes. Mrs. R. had them do a game I had introduced last week of who has the most and least amount of squares. They sorted them and asked to build trains again. Building houses and beds was not that successful as the children had difficulty balancing them and Patty got frustrated quickly. Mrs. R. told the children they had to balance them carefully. The children got restless with this VISM and I ended the session a few minutes early.

5. EARL AND JOSH, BOTH AGED TWO, WITH NEW TOY
(Program I, Transportation Puzzle)

This was the 4th VISM I'd broughtto the family. While I took off my coat and greeted the children, mother ran upstairs to settle her other children down to watch television. Although I suggested that they could join us, she keeps them away.

Mother started with Josh while I played with Earl. Earl was able, after a while to place one or two pieces in the right places, and we named all the objects. But by this time Josh was almost in tears which is very unusual for him. Mother is very neat and precise, and she became annoyed when he would not

do exactly what she wanted him to do. He is very young and babyish and just wanted to take all the pieces out at once and handle them. The atmosphere was getting tense, so I focused both children's attention on the airplane, and we all got up and played airplane around the room, zooming around and around with arms out until the children became relaxed and laughed. Mother watched us.

Then I suggested to mother that we change children, and for the first time Josh allowed me to play with him. About all we could do was to name colors and objects, and ride the bus around the table. Instead of trying to fit the pieces into the puzzle, he put them in his mouth.

Earl and mother were having trouble. Earl is nine months older than Josh. Earl could not fit all the pieces together and she tried to insist on his doing it right. I tried to help by praising him when I saw him fit a piece in the right place, and by saying casually that many two year olds find this puzzle very hard and that I thought Earl was doing well.

At the end of the session, while Mrs. L. was signing for the VISM and we were casually talking, I told her that we have found that if a toy makes a child unhappy it would not be good for the child, as it is very important that the child enjoys himself while playing. He will learn much more while having fun.

6. JUDY, AGED THREE, IN A REVIEW SESSION, WITH BOOK
(Program II, Letter to Amy by Keats)

When Mrs. H. brought out the book she tryed to get Judy to sit down on the couch. Judy wanted another book but Mrs. H. said first she would read "Letter To Amy" which I had suggested that she would read. Mrs. H. started to read. I asked Judy as I pointed to the mailbox what it was and she told me. I asked Judy if Mommy ever mailed letters and she said yes. Then I asked Judy if her mommy let her mail letters and she said yes. I asked Judy if Mommy let her open the mail box to put letters in. When Judy pointed to the mailbox in the book she also showed me the play one that she had. I told Judy that was very good (by associating the one in the book to hers). Judy pointed out that Peter wasn't wearing any boots and she said his feet would get wet. She noticed Amy was wearing boots. On the page where the sidewalks were all chalked Judy said that wasn't nice. Mrs. H. explained that Peter and Kimberly had chalked up the sidewalk in front of their apartment building and when they saw a policeman coming they thought he was going to scold them. Mrs. H. pointed out the dark clouds. Judy called them brown clouds. One of the pictures showed Peter's mother sewing. Judy pointed out the needle. I asked Judy if she ever watched her mommy sewing. Judy didn't answer. So I asked Mrs. H. did Judy watch her sew. Mrs. H. laughed and said she didn't care to sew too much, only if she had to. We laughed at this and went on. When Peter accidently knocked Amy down I asked Judy if she thought Amy was happy. She said Amy did not look happy. She told me that her sister Kate had knocked her off the couch. I said to Judy that then she wasn't happy but that it was an accident. Kate did not mean to do this. On the page with the birthday cake Mrs. H. said to Judy that it looked like Judy's birthday cake. Judy counted the candles. Mrs. H. asked Judy how old she was. Judy couldn't remember so Mrs. H. asked how many candles were on her cake. Judy raised 5 fingers. Mrs. H. then said to Judy that that wasn't how old she was. I said to Judy I knew that she was 4 and maybe the extra candle was to grow on. By saying this I don't think Mrs. H. was offended because it was like a game we were playing.

VII. SUGGESTED TIME TABLES FOR PROGRAM OPERATION

A. FIRST ("FOUNDATION") YEAR

For organizations beginning a Mother-Child Home Program, and thus intending to use family-oriented professionals as Toy Demonstrators during the first "foundation" year rather than as Program Supervisors, the following steps should be followed from March until September:

1. The organization should assign a Mother-Child Home Program Coordinator, to be a future Program Supervisor, after learning the program for one year as a Toy Demonstrator. All further steps can be by the Coordinator.

2. Send to the VIP for a Service Kit, descriptive papers, mimeographed Cooperating Agency forms.

3. Tentatively fill out the Verbal Interaction Project Proposed Plan (to get a glimpse of practical problems to be solved).

4. Decide on a mini-catchment area to enlist not more than 15 dyads for the first year. Estimate the approximate number of two year olds to be available in the catchment area next August or September for enlistment in the Mother-Child Home Program.

5. Get a current VISM list from the Verbal Interaction Project in May or early June and order the number that you guess that you will need, with about five extra of each item, from the local book and toy jobbers or from the Verbal Interaction Project.

6. Plan for office space and part-time secretarial staff. Both can be minimal the first year, but when large numbers of Toy Demonstrators are to be supervised, starting in the second Program year, a large conference room will be needed, an office for the Program Supervisor, and space for the Secretary.

7. Plan the storage space for one year's VISM to be delivered in September.

8. Plan for testing of the children (if cognitive evaluation is to be built into the Program).

9. Visit the Verbal Interaction Project at Freeport, New York, if possible, for demonstration of its Model Program.

   Or: Attend Training Institute at Verbal Interaction Project

   Or: Send for audio-visual materials on Institute or Program.

B. CONTINUING PROGRAM AFTER FOUNDATION YEAR

MAY

1. Order sufficient number of VISM (books and toys) for the new Program year, September to May. (Ordering this early can be done only if the number of subjects is known at this point.)

2. Prepare for recruiting of non-professional Toy Demonstrators through appropriate local channels. This may be through mass publicity in newspapers or television, through agency volunteer department, through the volunteer department of other local organizations.

JUNE - JULY

1. Collect lists of possible Dyads from community sources (housing projects or other catchment areas) for Program I Dyads.

2. Invite Program I participants from Foundation Year to continue in Program II in September.

3. Mail invitations to the Program to all prospective mothers.

4. Conduct application interviews with prospective Toy Demonstrators.

5. Begin initial interviews with Dyad mothers who have agreed to enter Program I.

AUGUST

1. Continue initial interviews with mothers of children entering Program I in September.

2. Complete application interviews with prospective Toy Demonstrators.

3. Plan details of Toy Demonstrator Training Workshop from mid-September to mid-October.

4. Notify prospective Toy Demonstrators of their acceptance or rejection by the Program.

5. Notify accepted Toy Demonstrators of their assignment to a section of the Training Workshop and send formal letters of employment to the paid Toy Demonstrators.

6. If children are to be evaluated before and after the Program, begin testing of children about to enter Program I.

7. Obtain local school calendar and make up Work-Week Schedule for the September-May Program year.

SEPTEMBER

1. Complete initial interviews with mothers of children entering Program I this year.

2. Complete the Work-Week Schedule for September through May.

3. Complete pre-test evaluations of new children.

4. Complete list of Dyads for Program I and Program II.

5. Receive VISM for total Program year and store systematically for use throughout the year, following VISM list and Work-Week Schedule.

6. Last preparations for Toy Demonstrators' Training Workshop:

   Tapes, films and equipment to be received; kit ready for each Toy Demonstrator consisting of notebooks, pad, paper, pen and calendar; physical setting ready for Toy Demonstrators.

7. Begin 8-session Training Workshop. (No more than 8 Toy Demonstrators should be in a Training Workshop section, and the number of sections will probably determine over how long a period a Training Workshop extends. One section can be covered in a week; four sections will probably require four weeks for the eight sessions.)

8. Make sure that during the Training Workshop every Toy Demonstrator has received not only the basic kit mentioned above, but also: a Toy Demonstrator VISIT Manual; a copy of the Murphy Developmental Scale; copy of the Bibliography; a copy of the final evaluation of the Training Workshop to fill out; a copy of Points To Be Covered when meeting the Dyad for the first time; a copy of the Work-Week Schedule; instructions on assembling the Toy Chest; a Mother-Child Home Program sign for her car, if any; a Work Assignment sheet; a card with her own name and telephone number to give to the mother when meeting her; and a large bag to hold VISM, with "Mother-Child Home Program" prominently printed on it.

OCTOBER

1. Complete Training Workshop for Toy Demonstrators.

2. Program Supervisors introduce the Toy Demonstrators to their Dyads.

3. The Toy Demonstrator visits the Dyad with the toy chest and helps the mother to construct it.

4. The mother receives the letter of enrollment in the Mother-Child Home Program and a letter to remind her of session times.

5. Toy Demonstrators begin semi-weekly home sessions with mother-child dyads.

6. Toy Demonstrators and Program Supervisors begin weekly Toy Demonstrator Conferences. (In general, these will insure in every way possible that every home session for every Dyad contains as much fun and as much verbal interaction modeled for the mother as possible.)

7. By the end of the first Toy Demonstrator Conference, Home Sessions records with headings made out for the year have been distributed to the Toy Demonstrators, accompanied by the forms for mothers' signatures. The Program should be on its way.

   (Toy Demonstrator conferences will total 23 from approximately mid-October to approximately mid-May, meeting weekly, excluding school holidays. A total of 46 Home Sessions will be scheduled for each Dyad, to cover the same period, semi-weekly, from mid-October to mid-May, excluding School holidays.)

NOVEMBER

1. Semi-weekly Home Sessions.

2. Weekly Toy Demonstrator conferences.

3. Individual telephone and in-person conferences with Toy Demonstrators by Program Supervisors as needed.

4. Program Supervisors keep constantly abreast of dyad progress and constantly review information on dyads by consulting individual records kept on each dyad.

DECEMBER

1. Semi-weekly Home Sessions.

2. Weekly Toy Demonstrator conferences.

3. Individual telephone and in-per on conferences with Toy Demonstrators by Program Supervisors as needed.

4. Program Supervisors keep constantly abreast of dyad progress and constantly review information on dyads by consulting individual records kept on each dyad.

5. Each Toy Demonstrator tape records one Home Session for later discussion with Program Supervisor.

6. Program Supervisors hold individual Supervisory conference with each Toy Demonstrator for joint review of tape recorded Home Session and joint evaluation of the Toy Demonstrator's progress thus far in the program. (This may require two individual conferences per Toy Demonstrator.)

JANUARY

1. Semi-weekly Home Sessions.

2. Weekly Toy Demonstrator conferences.

3. Individual telephone and in-person conferences with Toy Demonstrators by Program Supervisors as needed.

4. Program Supervisors keep constantly abreast of dyad progress and constantly review information on dyads by consulting individual records kept on each dyad.

5. Program Supervisor visits each Program I mother (those who entered the Program this year) for brief interview to obtain mother's evaluation of the Program and check on her satisfaction with it in every aspect. This should be done with the full knowledge, and if necessary, the assistance of the Toy Demonstrator involved and with enough sensitivity to the needs of the Toy Demonstrator, as well as to those of the mother, so that the former does not feel threatened. (By this point in the Program the Toy Demonstrator should have enough confidence in her Program Supervisor and commitment to the Program and to the Dyads to understand that she will not be unnecessarily hurt in this protective step for the Dyad.)

6. Individual or group feedback to Toy Demonstrators of mothers' general impressions of the Program.

FEBRUARY

1. Semi-weekly Home Sessions

2. Weekly Toy Demonstrator conferences.

3. Individual telephone and in-person conferences with Toy Demonstrators by Program Supervisors as needed.

4. Program Supervisors keep constantly abreast of dyad progress and constantly review information on dyads by consulting individual records kept on each dyad.

5. If mothers' distress about personal problems is signaled directly or indirectly through the Toy Demonstrators to the Program Supervisor, the latter follow up with the mothers in individual interviews to refer them to appropriate community resources. (This activity may come earlier in the Program.)

MARCH

1. Semi-weekly Home Sessions

2. Weekly Toy Demonstrator conferences.

3. Individual telephone and in-person conferences with Toy Demonstrators by Program Supervisors as needed.

4. Program Supervisors keep constantly abreast of dyad progress and constantly review information on dyads by consulting individual records kept on each dyad.

5. If mothers' distress about personal problems is signaled directly or indirectly through the Toy Demonstrators to the Program Supervisor, the latter follow up with the mothers in individual interviews to refer them to appropriate community resources. (This activity may come earlier in the Program.)

APRIL

1. Semi-weekly Home Sessions

2. Weekly Toy Demonstrator conferences.

3. Individual telephone and in-person conferences with Toy Demonstrators by Program Supervisors as needed.

4. Program Supervisors keep constantly abreast of dyad progress and constantly review information on dyads by consulting individual records kept on each dyad.

5. If mothers' distress about personal problems is signaled directly or indirectly through the Toy Demonstrators to the Program Supervisor, the latter follow up with the mothers in individual interviews to refer them to appropriate community resources. (This activity may come earlier in the Program.)

6. Conduct individual conferences with Toy Demonstrators after a second tape recorded Home Session, as in December.

MAY

1. Semi-weekly Home Sessions

2. Weekly Toy Demonstrator conferences.

3. Individual telephone and in-person conferences with Toy Demonstrators by Program Supervisors as needed.

4. Program Supervisors keep constantly abreast of dyad progress and constantly review information on dyads by consulting individual records kept on each dyad.

5. If mothers' distress about personal problems is signaled directly or indirectly through the Toy Demonstrators to the Program Supervisor, the latter follow up with the mothers in individual interviews to refer them to appropriate community resources. (This activity may come earlier in the Program.)

6. Conduct individual conferences with Toy Demonstrators after a second tape recorded Home Session, as in December.

7. Begin end-o -program evaluation of Program I and Program II children, if this part of the Program.

8. Last Toy Demonstrator conference with Toy Demonstrators: discussion and question about the year; rate Program and VISM; return all material not intended for the Toy Demonstrator's personal use, including library books; make plans for a staff party in June for all sections of Toy Demonstrators to get together and share experiences. A staff party is not necessary but can set a pleasant period to the year. Also, if local Programs wish to present completion certificates or other printed recognition of their contributions to the Toy Demonstrators, this is a good time to do it.

9. Begin preparations for the following Program year as indicated in the month of May at the beginning of this Time Table.

JUNE

1. Staff party (include present tion of completion certific tes or letters, if these have been planned).

2. Continue with preparation for the next Program year, as indic ted under June at the beginning of this Time Table.

3. Conduct Final Interviews with all Program I and Program II mothers, both to interpret the child's progress to the mother in rel tion to tasks appropriate to his age group and to receive the mother's evaluation of the Program. Program II children can be enlisted during the Final Interview with Program I mothers.

4. Mothers who have had a child complete Program I and II are invited to become paid Toy Demonstrators for the next Program year. All mothers are asked, since only those will accept who have real interest in working for the Program; and their reliability will be tested by the screening device of the requirement that they attend eight Training Workshops in order to be retained as Toy

Demonstrators. (Most mothers will be enthusiastic about this op ortunity, but many will not be able to accept, even if they are ready to take employment outside of the home, because in such cases they are usually interested only in full time employment. If a local program can offer this, there will probably be a sharp rise in acceptances of the position by former mother-participants. This is most desirable as those who have personally experienced the Program are likely to make good Toy Demonstrators.)

VIII. PROGRAM DISSEMINATION POLICIES AND ACTIVITIES:

Demonstrating and Teaching the Mother-Child Home Program in the Verbal Interaction Project

The Mother-Child Home Program is a home based, cognitive intervention aimed toward stimulating verbal interaction between educationally disadv ntaged pre-preschoolers and their mothers around toys and books.

Until now (June 1971) the Verbal Interaction Project has avoided general broadcasting of information on the Program, to prevent premature utilization of the program before there was reasonable assurance, through systematic research, of its at least short term effectiveness. But with findings on the progress of about 130 children, entering the Program in new "Bands" in each of four years, there is convincing evidence that the Program produces statistically significant, large cognitive gains each year and that these gains tend to be stable after a two year Program. There is also beginning evidence that favorable personality development and adequate reading achievement accompany the gains, as described by classroom teachers in later school years.

Therefore the Verbal Interaction Project is now ready to share with non-profit, helping organizations (social agencies, school systems, clinics, hospitals, etc.) its accumulated experience, curriculum materials, techniques, model Program visits, audio-visual materials -- everything needed to establish a local Mother-Child Home Program.

Although many separate aspects of the Program are attractive and seem to lend themselves to incorporation into other intervention programs, it is strongly urged that the Mother-Child Home Program not be used in this piece-meal fashion. The key aspects accounting for the success of the Program are not really known. Probably its cognitive and social-emotional effectiveness derive from the Program as a whole, rather than from a sum of its many large and small parts. That is, its total impact comes from combinations and relationships among its parts.

Here are a few random examples of this "gestalt" factor:

1. Effectiveness of both Paid and Unpaid Toy Demonstrators has been indicated by research data. But this may result not only from the characteristics of each individual or group but from the intermingling of both groups in training and supervision.

2. The 23 VISM are not only chosen by many explicitly stated criteria, but the sequence of their presentation is also carefully arranged. A toy farm is related in the sequence to a book about a farm, and neither is introduced until the child (assumed to be inner city) is able to deal with the perceptual-motor challenge of the toy and to assimilate images and concepts foreign to his own experience.

3. The initial presentation of the Toy Chest not only symbolizes the good faith of the Program's promise to the mother but may have far reaching effects on the child's utilization of the VISM (without it they may get lost or be put out of reach) and on the "sequence ordering" skills of the child.

The Verbal Interaction Project staff feels that it has a responsibility to uphold the quality standards of the Program as a whole, so th t dilution of its effectiveness in local application can be avoided. The staff will give priority, to the limits of its resources, professional time, teaching, consultation, and Program materials, to non-profit organizations committed to a replication of the total Program as exactly as is possible, or a planned variation worked out in cooperation with the Verbal Interaction Project. It will also make available reports and demonstration of its model program to those individuals and non-profit organizations which wish merely to inform themselves about the Program.

"Replication" can be defined as including the following basic standards in a local Mother-Child Home Program:

1. Employment of family oriented, professional persons to be Toy Demonstrators or supervisors of Toy Demonstrators. They should be skilled enough to function independently and have a strong commitment to work with low-income (or other educationally disadvantaged) families.

2. Permanent assignment (gifts) to the Program children of 23 Verbal Interaction Stimulus Materials (books and toys) meeting most of our criteria.

3. Readiness to provide (with minor adaptations to local situations):

   a. Semi-weekly Home Sessions to mother-child dyads, with the mothers (or mother surrogates) closely involved in the Sessions.

   b. Weekly supervision for non-professional interveners. (Toy Demonstrators).

   c. Initial Training Workshop for the Toy Demonstrators.

4. Provision of relative flexibility for staff and Program (minimal red tape).

Following is a list of dissemination services and activities arranged in order of their availability and level of complexity:

LEVELS OF DISSEMINATION SERVICES AND ACTIVITIES

LEVEL 1

(Available to any individual):

Replies to written and telephone inquiries; reprints of journal articles.

LEVEL 2

(Available to any professional person and non-profit organization):

Level 1 plus: copy of Manual; copies of "Personnel and Costs" and of "Proposed Plans"; visit to model Program Center and/or Verbal Interaction Project; attendance at Toy Demonstrator Conference and/or films and tape recordings of Home Sessions and other Program aspects; loan, rent, or purchase of films and other audio-visual materials, as they become ready for distribution.

LEVEL 3

(Priority to non-profit organizations committed to Program replication or a planned variation but not to evaluating children for its effectiveness):

Level 1 plus Level 2 plus: Attendance at Training Institute; curriculum materials (such as "Toy Demonstrator's VISIT Handbook"); copies of all facilitating forms, with permission to use copyrighted materials; consultation at Verbal Interaction Project; site consultation.

LEVEL 4

(Priority to non-profit organizations committed to both Program replication and evaluation of the children for Program effectiveness):

Level 1 plus Level 2 plus Level 3 plus: Assistance with problems connected with cognitive testing of children; provision of data gathering and record keeping instruments; inclusion of sample description and test data in Verbal Interaction Project's computerized data tabulations and analysis.

LEVEL 5

(Priority to non-profit national organizations planning the dissemination of the Mother-Child Home Program to its local affiliates):

Levels 1 through 4, plus: Consultation, planning, and training on national level, at Verbal Interaction Project or local/national site.

(Note: a list of fees for services listed under the above levels 1 through 5 will be made available in the future. Fees will be on a sliding scale, with no charge to organizations not budgeted for such services.)

Verbal Interaction Project
of Family Service Association of Nassau County,Inc.
MOTHER-CHILD HOME PROGRAM

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APPENDIX A

CRITERIA FOR VERBAL INTERACTION STIMULUS MATERIALS (TOYS) AS MET BY TOYS USED WITH TWO YEAR OLD "DOUBLE INTERVENTION" GROUP SUBJECTS

Criteria	Names and Descriptions of Toys	Criteria Met by Toys
Verbal 1. Induces language 2. Permits language Perceptual 3. Strong colors 4. Geometric forms 5. Space organization 6. Size differences 7. Sound differences 8. Tactile differences 9. Form matching Motor 10. Specific skills 11. Fitting parts 12. Hitting 13. Pulling 14. Lifting 15. Diffuse motor discharge Conceptual 16. Problem solving 17. Intelligible goal 18. Intrinsic reward 19. Imaginative uses 20. Social concepts 21. Sex neutrality 22. Ethnic neutrality Other 23. Low anxiety potential 24. Safety 25. Durability 26. Easy care for mother	Block Cart Wooden wagon, colored blocks with holes, rods which fit into holes Hammer and Pegs Pegs fixed into wooden bench, can be pounded through to under side, bench reversed Mail Box Copy of corner mail box, bin for colored wood beads dropped through top holes Transportation Puzzle Jigsaw puzzle, each piece a different vehicle Two Plush Hand Puppets Animals, movable mouths Circus Puzzle Jigsaw puzzle, circus tent, circus scene beneath Cash Register Simple copy, with cash drawer and bell activated by crank House Puzzle Jigsaw puzzle, street and outside of house, inside of house and buried utilities shown under pieces (fewer pieces than same puzzle used with Three Year Olds)	All but 6, 15 All but 5, 6, 11, 13 All but 15 All but 7, 12, 13, 15 All but 5, 6, 9, 12, 15 All but 7, 12, 13, 15 All All but 7, 12, 13, 15

APPENDIX A

CRITERIA FOR VERBAL INTERACTION STIMULUS MATERIALS (TOYS) AS MET BY TOYS USED WITH THREE YEAR OLD "DOUBLE INTERVENTION" GROUP SUBJECTS

Criteria	Names and Descriptions of toys	Criteria Met by Toys
Verbal 1. Induces language 2. Permits language	Garage and Trucks Garage on two levels, ramp, hoppers, trucks	All but 15
Perceptual 3. strong colors 4. geometric forms 5. Space organization 6. Size differences 7. Sound differences 8. Tactile differences 9. Form matching	Hammer and Pushout Pegs Pegs pounded into channel of bench and ejected	All but 13
	School Bus Removable passengers, driver, movable door and stop sign	All but 15
Motor 10. Specific skills 11. Fitting parts 12. Hitting 13. Pulling 14. Lifting 15. Diffuse motor discharge	Fruit Puzzle Jigsaw puzzle, each piece a kind of fruit	All but 7, 12 13, 15
	Two Rubber Hand Puppets Animals, movable mouths	All but 5, 6, 9, 12, 15
	Form Variety Plaques Several small rubber discs with geometric forms fitting into holes in each disc	All but 7, 13, 15, 26
Conceptual 16. Problem solving 17. Intelligible goal 18. Intrinsic reward 19. Imaginative uses 20. Social concepts 21. Sex neutrality 22. Ethnic neutrality	Number Concept Board Pegs in groups from one to five, appropriate number of plaques to be fitted on each group	All but 7, 12, 13, 15
Other 23. Low anxiety potential 24. Safety 25. Durability 26. Easy care for mother	House Puzzle Jigsaw puzzle, street and outside of house, inside of house and buried utilities shown under pieces (more pieces than same puzzle used with Two Year Olds)	All but 7, 12, 13, 15

APPENDIX A

CRITERIA FOR VERBAL INTERACTION STIMULUS MATERIALS (TOYS) AS MET BY TOYS USED WITH BOTH TWO AND THREE YEAR OLD "DOUBLE INTERVENTION" GROUP SUBJECTS

Criteria	Names and Descriptions of toys	Criteria Met by Toys
Verbal 1. Induces language 2. Permits Language	Baggage Carts Train of wooden cars with block fitting into each	All but 7, 12
Perceptual 3. Strong colors 4. Geometric forms 5. Space organization 6. Size differences 7. Sound differences 8. Tactile differences 9. Form matching	Color Form Board Colored geometric forms fit into corresponding holes in board	All but 7, 12, 13, 15, 19, 20
	Toy Dishes Four complete "settings" of small plastic dishes	All but 7, 9, 12, 13, 15, 16
Motor 10. Specific skills 11. Fitting parts 12. Hitting 13. Pulling 14. Lifting 15. Diffuse motor discharge	Two Toy Telephones Colored copies of real telephones, with bell activated by dial	All but 5, 9, 11, 12, 13, 15, 16
	Tambourine Sturdy, almost life sized copy, with metal discs set into rim	All but 3, 4, 5, 6, 9, 11, 13
Conceptual 16. Problem solving 17. Intelligible goal 18. Intrinsic reward 19. Imaginative uses 20. Social concepts 21. Sex neutrality 22. Ethnic neutrality	Xylophone Small, simplified copy, with fairly true tone from metal strips over sound box, using two different mallets	All but 5, 6, 9, 11, 13
	Movable Form Board Plastic geometric forms attached by magnets to board and shifted about to compose pictures or shapes	All but 7, 12, 15
Other 23. Low anxiety potential 24. Safety 25. Durability 26. Easy care for mother	Barn Large colorful wooden barn, with variety of openings and fastenings, a wagon, and block like characters from "The House that Jack Built" chosen to "summarize"all toy criteria	All

APPENDIX A

CRITERIA FOR VERBAL INTERACTION STIMULUS MATERIALS (BOOKS) MET BY ALL BOOKS USED WITH "DOUBLE INTERVENTION" GROUP SUBJECTS

Criteria	Titles and Authors of Books by Subject Groups (in Order of Presentation)
1. Content geard to children's age and interest, interesting to mothers, leads to verbalized associations, widens experience	Two and Three Year Olds
2. High literary standards	Kunhardt, D. Pat the Bunny
3. Language simple, rhythmic, with some repetition	Brown, M. W. Good Night Moon
4. Reading level within ability of all mothers	Rojankovsky, F. (illus.) The Tall Book of Mother Goose
5. Content, illustrations, and general format attractive to both sexes and any ethnic group	Keats, E. J. The Snowy Day
6. Illustrations profuse, large, colorful, detailed, rich source of labeling and classification	Zion, G. All Falling Down
7. Low anxiety potential	Krauss, R. The Carrot Seed
8. Durability	Keats, E. J. Peter's Chair
	Eastman, P. D. Are You My Mother?
	Keats, E. J. Whistle for Willie
	Two Year Olds
	Tresselt, A. Rain Drop Splash
	Tresselt, A. Wake Up Farm
	Gag, W. Millions of Cats
	Three Year Olds
	Brown, M. W. The Runaway Bunny
	Seuss, Dr. The Cat in the Hat
	MacGregor, E. Theodore Turtle

APPENDIX B

Verbal Interaction Project
Family Service Association of Nassau County, Inc.
MOTHER-CHILD HOME PROGRAM

FORMS, RECORDS, AND CURRICULUM MATERIALS USED IN SERVICE ASPECTS OF MOTHER-CHILD HOME PROGRAM

TITLE	MOTHER-CHILD HOME PROGRAM FORM #
GENERAL	
Work Week Schedule	85
Toy Demonstrator's VISIT* Handbook	K
Syllabus for Toy Demonstrator's Training Workshop	77
SUBJECTS	
Recruiting Letter	79-80
Subject's Reference Card	46
Frequencies of Intervention Variables	40
Home Session Record	21
Record of Home Sessions and of Toys and Books (VISH) Assigned to Children	22
Special Family Problems - Supervisory Notes	34A
Family Counseling Activity	53
Enrollment Letter	E
Evaluation of Mother-Child Home Program by Mother-Participant	33
Toy Demonstrator's Evaluation of Dyad Cooperation	31
VERBAL INTERACTION STIMULUS MATERIAL	
VISH and Session Schedule	56
VISH and Session Schedule, Planning Form	57
Card Card, Verbal Interaction Project Experimental Supplies	13
Toy Demonstrator's Handbook, Outline (toy)	23
Toy Demonstrator's Handbook, Outline (book)	23
Rating of VISH	36
Tape recorder and/or Equipment Loaned	54
Time Budget	57
INTERVIEWERS (Toy Demonstrators)	
Toy Demonstrator's Employment Letter	D
Volunteer Recruitment Publicity	
Application Interview, Toy Demonstrator	43
Toy Demonstrator's Assignment to Training Workshop Group	
Toy Demonstrator's Training Workshop Bibliography	H
Toy Demonstrator's Training Workshop, Development in The First Year	G
Toy Demonstrator's Training Workshop, Session Evaluation	20
Toy Demonstrator's Training Workshop, Points to Cover	F
Toy Demonstrator's Training Workshop Instructions for Toy Chest	I
Toy Demonstrator's Final Evaluation of Training Workshop	91
Ongoing Record of VISH Withdrawal	24
Supervisor's Record of VISH Disbursed	25
Supervisory Notes, Toy Demonstrators	36
Toy Demonstrator's Activities During Intervention	44
Supervisory Evaluation of Toy Demonstrators	30

*Verbal Interaction Stimulation Intervention Technique

APPENDIX C

Verbal Interaction Project
of Family Service Association of Nassau County, Inc.
MOTHER-CHILD HOME PROGRAM

TOY DEMONSTRATOR'S HANDBOOK
Guide to Verbal Interaction Techniques Used with VISN in Home Session

VISN Name: VISM #:

TO DEMONSTRATE THE TO THE MOTHER:

NAME, AND ENCOURAGE THE CHILD TO NAME:

Labels:
Colors:
Shapes:
Size:
Texture:
Relationships:
Number:
Causing things to happen:
Words that classify:

DESCRIBE YOUR ACTIONS, ENCOURAGE THE CHILD TO DESCRIBE HIS ACTIONS

General:
Matching:
Fitting:
Sounds:

HELPING HIM TO THINK ABOUT WHAT HE DOES

To give his attention:
To make a choice:
To have self-control:
To remember other experiences:
To pretend:
To do things in the right order:

REMEMBER, THROUGHOUT THE HOME SESSION, TO:

Encourage him to TALK
ASK him questions
LISTEN to his answers
ANSWER his answers

Encourage him to WANT TO LEARN
Praise him when he does well
Try to ignore his mistakes
Help him when he really needs help

Encourage his CURIOSITY
his IMAGINATION
his INDEPENDENCE

Formed Outline

APPENDIX C

Verbal Interaction Project
of Family Service Association of Nassau County, Inc.
MOTHER-CHILD HOME PROGRAM

TOY DEMONSTRATOR's HANDBOOK

Guide to Verbal Interaction Techniques Used with VISH in Home Session

VISH (book): VISM(book)#:

TO DEMONSTRATE TO THE MOTHER:

1. Invite the child to look and listen.
2. Try to sit with the child between you and his mother.
3. Show and read the title page.
4. Show and describe how to turn the pages and treat the book.
5. Read to him in a clear, easy voice. Don't go too fast.
6. Stop at most illustrations to:

<u>invite him to point out labels; ask him to name them and:</u>

<u>colors:</u>
<u>shapes and sizes:</u>
<u>number:</u>
<u>texture:</u>
<u>relationships:</u>
<u>categories:</u>
<u>causing things to happen:</u>

<u>invite him to tell about his experiences:</u>

<u>ask questions about the illustrations to help him reason things out(make it a game)</u>

7. Encourage him to join in when you read familiar words.
8. Enjoy the book yourself.
9. <u>Invite the mother to take over the reading</u> as soon as she and child seem ready.

REMEMBER

Encourage him to TALK
ASK him questions
LISTEN to his answers
ANSWER his answers

Encourage him to WANT TO LEARN
Praise him when he does well
Try to ignore his mistakes
Help him when he really needs help

Encourage his CREATIVITY
his IMAGINATION
his INDEPENDENCE

FormBTyOutline(book)